carefully and give Government valuable suggestions. I may say that Government and you are largely in agreement in regard to the several problems to which you have referred.

The lines of development for municipal government which you have chalked out are sound, but one point has to be remembered in this connection, and it is this. The initiative must come from the Municipal council in these matters. Government expect that hereafter, with increased financial powers and increased financial resources, Municipal councils will take up their duties in right earnest, increase their resources, and think out these problems in a practical and workmanlike way and then place the bigger problems before Government and ask Government for help; and Government will be very glad to co-operate with the Council. For instance, you refer to the question of town extension. I know that town extension and planning are very important for the town of Trivandrum. It has struck me more than once that, if only we could have a regularly laid out plan for the development of the beach side of the town by removing those hillocks of sand and using the sand for filling up the low places in the town that now breed mosquitoes, it would be a very good thing. I realise the importance of these things. But every thing should not be thrown on Government. The Municipal councils are responsible bodies. They must think out such matters in detail and suggest ways and means. Government will co-operate with them and will, as far as possible, help them to achieve their objects. It might not be possible to achieve all these objects all at once, but they can be achieved one by one. You have referred to the inadequate powers vested in the Municipalities by the new Municipal Regulation in the matter of taxation. As I have pointed out in my opening Address, my complaint is that Municipalities have not yet begun to avail themselves of even the limited fiscal powers given to them by the Regulation. You have also referred to the Municipalities taking part in enterprises which are calculated to increase the conveniences of their inhabitants. These enterprises can be worked without loss or even be made to pay, if only they are approached in a businesslike way, and if they are properly investigated before they are undertaken. You have referred to the provision in the Municipal Regulation prohibiting women from seeking election to the Municipal council. This is not a new disability imposed by the Regulation. The disability is bound to disappear in course of time and the Regulation will have to be amended. Even in the matter of legislation, I do not see why the public should wait until Government take the initiative. Any member of the Legislative Council can come up with a private Bill to rectify the defects that exist in the Municipal Regulation.

In regard to the appointment of a non-official President to the Trivandrum Municipality, Government have made a pronouncement on the subject already in answer to an interpellation in the Legislative Council.

VII. EDUCATION.

84. Some educational suggestions with special reference to the pay of teachers in the Departmental and Aided Vernacular Schools.

Mr. Kanakku Nilakantan Parameswaran (Member, Chirayinkil Taluk) premised his representation by observing that the prosperity of a country depended mainly upon the education of its people and that every civilised country took care to give at least free elementary education to the masses. While the Government of Travancore recognised the importance of the diffusion of elementary education among the people by making it free, the salary of the teachers in vernacular schools was fixed at a low figure. In 1910 the present Education Code was introduced and it provided for the free elementary education of boys and girls throughout the State. At that time the lowest scale of pay for teachers in departmental vernacular schools was Rs. 6 per mensem. As the result of the representations made from time to time in the previous sessions of the Assembly, the pay of the teachers in departmental schools was raised to Rs. 7 and then to Rs. 10, and again from Rs. 10 to Rs. 12, while the pay of the teachers in grant-in-aid vernacular schools still remained at Rs. 6. The representations from the public as well as from the managers and teachers of aided

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Schools were not yet considered. The pay of the departmental school teacher was quite inadequate. Managers of aided schools served to lighten the burden of Government in that the construction of school houses, the supply of furniture and articles of stationery and the maintenance of the annual repairs were undertaken by them at their own cost which would otherwise have fallen on the shoulders of Government, since every civilised State was bound to educate the people whom it was called upon to govern. The Member urged that the pay of the aided school teachers should be raised to the level of the departmental school teacher. Both of them had to possess the same examination qualification.

The teacher's was a highly noble and responsible profession in that to him was committed the all-round training of the future citizens of the State. But the profession had no attraction for really able men, as no prudent man would accept a teacher's place in an aided school for Rs. 6 per mensem. A peon with no examination qualification received in some cases a higher scale of pay, and this was humiliating to a teacher who took up the noble task of developing the mental, physical and moral powers of boys and girls. The vernacular school teachers were discontented because of their inability even to earn a living wage and keep themselves above starvation in these days of advanced prices. The Member pleaded that the scales of pay of the teachers of vernacular schools (departmental as well as aided) should be raised and that aided school teachers should be drafted into departmental schools whenever vacancies arose in the latter class of institutions.

In conclusion, the Member referred to the difference in treatment accorded to the School Final men in the Vernacular and English branches of the Education department. The reason for maintaining a difference of pay in the case of men possessing the same educational qualification was not apparent, and he therefore said that the anomaly should cease.

Dewan's reply. —The question of revising the pay of the teachers of departmental vernacular schools will be referred to the Salaries Committee. With regard to the teachers in aided vernacular schools, I said some time ago when I presided over a meeting at the Vanchiyur School that Government did realise their pitiable condition. At the same time I pointed out that raising the grants to aided school teachers meant a very large addition to the State's financial commitments. After all, the principle is that an aided school should receive only a certain amount of help from Government. If the Government meet its entire expense, it ceases to be an aided school. Aided schools should have some private resources also to support them and a portion of the salary of the teachers must come from private income. In view, however, of the acuteness of the distress among the aided school teachers Government have taken up the question, and I hope to make an immediate announcement in regard to it.

You advocate the recruitment of teachers of departmental schools from aided school teachers. Mr. Hodgson says that it is now done to a certain extent, though not to the extent to which it is possible to do it. The wholesale denudation of aided schools is not, he thinks, good policy, but I do not fully agree with him and I shall request him to examine the question further.

In regard to your complaint that Secondary School Leaving Certificate men employed in vernacular schools are given less pay than men of the same qualifications employed in English schools, the principle is this. The men may have the same certificate, but only School Final men who have done well in English are selected for the English schools, while in the case of vernacular schools, so much attention is not paid to their knowledge of English. This accounts for the difference in pay. Inequalities of pay will be found all the world over in respect of men of same or similar qualifications. A graduate, for example, in one department gets one rate of pay, while in another department he gets a different rate of pay. Such of the vernacular schools teachers as are efficient are selected for training and are being drafted into English schools.

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